TEST CHAIRPERSON'S MANUAL

McGraw Hill Education | CTB

DISTRICT OF COLUMBIA

Comprehensive Assessment System
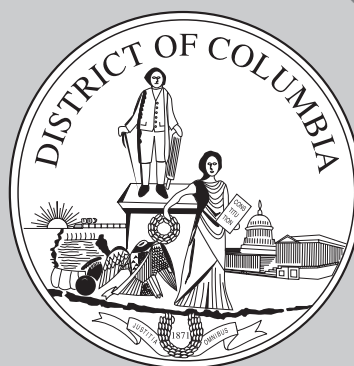
Reading and Mathematics, Composition, Science, Biology, and Health and Physical Education

2013

★ ★ ★
Office of the State Superintendent of Education
DISTRICT OF COLUMBIA

2704276-W

✔ Important Testing Events

EVENT	DATE
Test Administration Training Sessions (CTB-led)	March 2013
Receipt of Test Chairperson's Materials	March 18–19, 2013
Receipt of Secure Test Materials	April 17–19, 2013
Short/Add Window	April 17–30, 2013
Test Chairperson Conducts Teacher Training Sessions (in schools)	Prior to test administration
Test Dates for Grades 2–10 (includes Makeup Testing)	Monday, April 22 through Thursday, May 2, 2013
Ship (Return) All Scorable and Nonscorable Materials to CTB	by May 2–3, 2013

☎ Important Telephone Numbers for Shortages, Errors, and General Information

District of Columbia Office of the State Superintendent of Education (OSSE) Division of Elementary and Secondary Education

For information concerning District of Columbia statutes, as well as policy and procedures for the District of Columbia Comprehensive Assessment System, contact the Office of the State Superintendent of Education, Division of Elementary and Secondary Education at osse.assessment@dc.gov

CTB DC CAS Customer Service Contact Numbers:
DC Only Toll Free: 800-994-8579
Customer Service Fax: 866-282-2251
Hours of Business: 8:30 A.M.–5:00 P.M. (EST)
E-mail to: DC-CAS_helpdesk@ctb.com

Contents

INTRODUCTION

The main purpose of the *Test Chairperson's Manual* is to help the Test Chairperson organize and oversee test administrative procedures for the 2013 District of Columbia Comprehensive Assessment System (DC CAS). A series of steps provides guidelines for receiving and checking testing materials, overseeing the administration, and returning the materials to CTB/McGraw-Hill.

This manual is designed to assist you before, during, and after the test administration. The Test Chairperson should read all sections of the manual and follow the procedures described. Doing so will ensure that the test administration is conducted under optimal conditions and that students are given an opportunity to do their best.

As you read through this manual and prepare for the test administration, should any questions arise, please contact CTB/McGraw-Hill's Customer Service Center at 800-994-8579 or the Office of the State Superintendent of Education (OSSE) Assessment and Accountability Team at osse.assessment@dc.gov.

Overview of Assessment Materials

The following assessment materials are provided at grades 2–10.

Numbers of materials received are based on enrollment numbers provided by schools. Enough materials are provided for every student **plus** overage. All materials (used or unused during testing) must be returned to CTB. See Step 4 of Section 5 in this manual for more information.

Grade 2

Test Book—grade 2*

> One for each student

Test Directions—one book for grade 2; included within Test Book packages to maintain security of Mathematics test content

Punch-out tool*—ruler (yellow/purple with inch and half-inch markings on one side and centimeter markings on the other side, commodity code 53493)

Grade 3

Test Book—grade 3*

> One for each student

Test Directions—one book for grade 3

Punch-out tool*—ruler (yellow/purple with inch, half-inch, and quarter-inch markings on one side and centimeter markings on the other side, commodity code 2704648)

Grades 4–10

Test Directions—one book for grades 4–10, all content areas included

Note: For Reading and Mathematics and for Science and Biology, there are two versions of the test for each grade—Forms 1 and 2. Teachers should check that students in grades 4–10 are using the correct test book and answer booklet combination.

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* Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

Grade 4

Reading and Mathematics Test Book*

>One for each student

Reading and Mathematics Answer Booklet*

>One for each student

Punch-out tool*—ruler (orange fading into yellow with 1/16th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53499)

Composition Test Booklet*

>One for each student

Planning and Draft paper

>Two pages for each student

Grade 5

Reading and Mathematics Test Book*

>One for each student

>**Note:** No punch-out tool is needed for this grade.

Reading and Mathematics Answer Booklet*

>One for each student

Science Test Book*

>One for each student

Science Answer Booklet*

>One for each student

Health and Physical Education Test Book[†]

>One for each student

Health and Physical Education Answer Booklet[†]

>One for each student

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* Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

[†] For schools chosen to participate in online testing, Test Chairpersons will be provided with an addendum to this manual that provides additional information about Health and Physical Education tests administered online.

Grade 6

Reading and Mathematics Test Book*

> One for each student

Reading and Mathematics Answer Booklet*

> One for each student

Punch-out tool*—ruler (orange fading into yellow with 1/16th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Grade 7

Reading and Mathematics Test Book*

> One for each student

Reading and Mathematics Answer Booklet*

> One for each student

Punch-out tool*—ruler (orange fading into yellow with 1/16th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

> **Note:** Students in this grade will be allowed to use calculators in Session 1 of the Mathematics test.

Composition Test Booklet*

> One for each student

Planning and Draft paper

> Two pages for each student

Grade 8

Reading and Mathematics Test Book*

> One for each student

Reading and Mathematics Answer Booklet*

> One for each student

Punch-out tool*—ruler (orange fading into yellow with 1/16th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

> **Note:** Students in this grade will be allowed to use calculators in Session 1 of the Mathematics test.

* Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

Science Test Book*

> One for each student

Science Answer Booklet*

> One for each student

Health and Physical Education Test Book[†]

> One for each student

Health and Physical Education Answer Booklet[†]

> One for each student

Grade 9

Reading Test Book*

> One for each student

Reading Answer Booklet*

> One for each student

Grade 10

Reading and Mathematics Test Book*

> One for each student

Reading and Mathematics Answer Booklet*

> One for each student

Punch-out tool*—ruler (orange fading into yellow with 1/16th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

> **Note:** Students in this grade will be allowed to use calculators in Session 1 of the Mathematics test.

Composition Test Booklet*

> One for each student

Planning and Draft paper

> Two pages for each student

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* Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

[†] For schools chosen to participate in online testing, Test Chairpersons will be provided with an addendum to this manual that provides additional information about Health and Physical Education tests administered online.

Students Enrolled in a Biology Course

Biology Test Book*

One for each student

Biology Answer Booklet*

One for each student

Students Enrolled in a High School Health Course

Health and Physical Education Test Book[†]

One for each student

Health and Physical Education Answer Booklet[†]

One for each student

* Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

[†] For schools chosen to participate in online testing, Test Chairpersons will be provided with an addendum to this manual that provides additional information about Health and Physical Education tests administered online.
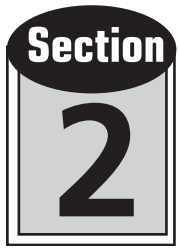
SCHEDULING TEST SESSIONS

The DC CAS is an untimed test. The recommended Testing Time (per session) below is for planning purposes only. During the first week of testing, all Reading and Mathematics tests for all tested grades must be completed.

Content Area	Grade Level	Test Session	Testing Time (per session)
Reading	Grades 2–10	Session 1 Session 2 Session 3 Session 4	45 minutes
Mathematics	Grades 2–8 and 10	Session 1 Session 2 Session 3 Session 4	50 minutes
Composition	Grades 4, 7, and 10	Session 1 Session 2	60 minutes
Science	Grades 5, 8, and Biology	Session 1 Session 2 Session 3	35 minutes
Health and Physical Education	Grades 5, 8, and High School	Session 1 Session 2	35 minutes

Most students will finish the test in the recommended time frame. However, in the case that a student does not complete the test within the suggested time frame, Test Chairpersons may use discretion to schedule additional time. For example, if a single student has not completed his or her test within 45 minutes, the Test Chairperson may choose to add 15 additional minutes to the testing session.

Test Chairpersons should prepare (in advance) a course of action if all but one or two students have completed their test. Note that the testing session must be completed at the time of administration (i.e., a student cannot go back to a testing session on a subsequent day or after a break to complete the items in a testing session). Therefore, the Test Chairperson must either relocate students who need additional time, relocate students who finish before the testing session's end, or ensure that students who finish early remain quiet.

Section 2

Security Procedures

To ensure test security, each testing session must be completed at the time of administration. This must be observed in the following ways:

- A student cannot go back to a testing session on a subsequent day or after a break to complete the items in a testing session.

- A student cannot go back to a testing session on a subsequent day or after a break to change answers in a previous session.

- A student cannot look ahead to items in a subsequent testing session.

- Students who have finished before the conclusion of the testing session may sit quietly until everyone has finished and the testing session has ended. Students may read a book but may not do any writing.

- If there are students who are not finished at the session's end, the school must either relocate students who need additional time, relocate students who finish before the testing session's end, or ensure that students who finish early remain quiet.

SECURE MATERIALS

Each school must have a test material distribution process that ensures all secure test materials, used and unused, are accounted for and returned to CTB. All test books, answer booklets, scratch paper, and other notes made during testing are secure materials. **Secure materials must be kept in locked storage when not in use and immediately returned to locked storage following each test administration.** Under no circumstance should anyone destroy or throw away any secure test materials considered to be invalid unless permission to do so is obtained from the Assessment and Accountability Team of the Office of the State Superintendent of Education.

The Test Chairperson is expected to inventory test materials and maintain test security by using the security numbers to account for all test books before, during, and after test administration until the time they are returned to CTB. These numbers correspond to the security bar code numbers listed on the School Packing List. If the numbers do not correspond, call the OSSE Assessment and Accountability Team at 202-727-6436 or e-mail osse.assessment@dc.gov, and call CTB DC CAS Customer Service at 800-994-8579.

CTB maintains a record of all test books shipped to schools and districts, including overage shipments and any additional materials requests. CTB will use a scanner to account for all test books and provide a record of missing test books to the OSSE Assessment and Accountability Team. If any test books shipped to a school are determined to be missing, the school principal will be required by the OSSE Assessment and Accountability Team to account for the missing materials. Failure to account for all test books constitutes a serious violation of test security. The Test Chairperson must record all pertinent information regarding the replacement of missing test books for a school on the School Security Checklist. Instructions on how to complete a School Security Checklist can be found on page 9.

If a test book is sealed, only the student can break the seal on his or her test book, and only as the testing session begins.

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CONTAMINATED MATERIALS

Contaminated test books and answer booklets should not be returned to CTB. A test book or answer booklet is considered contaminated if it cannot be returned for scanning due to: a) a student health issue that affects the test book or answer booklet itself (blood, fluids, etc.) or b) contact with any potentially hazardous material. Any student responses in contaminated test books or answer booklets must be transcribed into clean test books or answer booklets under the supervision of the Test Chairperson. (**When transcribing, ensure that the correct test form is used**.) The contaminated test books and answer booklets must be securely destroyed at the test site. Please follow these steps for destroying contaminated test materials.

1. Log or identify the bar code(s) in your Security Checklist.
2. Ensure contaminated test books or answer booklets have been transcribed to a new test book or answer booklet.
3. Securely destroy contaminated material(s) and note the method of destruction, by whom, and the date.
4. Report the destruction of the contaminated materials to CTB and the Assessment and Accountability Team of the Office of the State Superintendent of Education by completing the DC CAS 2013 Security Exceptions Survey. The survey is available by visiting https://www.research.net/s/NJ7XS37, or by clicking the link at http://www.ctb.com/dc-cas. This short online survey will take only a few minutes and requires the following information:

   • School identification and your contact information

   • Bar code number(s)

   • Method of secure destruction

   • Nature of the contamination

Please refer to the following "Test Security Exceptions" chart for more information about security exceptions that pertain to contaminated test materials.

TEST SECURITY EXCEPTIONS

Inventory Exception	Action Required
Test documents lost, contaminated, or destroyed while in a school's possession	Test Chairperson completes online Security Exceptions Survey to notify CTB and OSSE. To access survey, go to https://www.research.net/s/NJ7XS37, or http://www.ctb.com/dc-cas.
Test documents delivered to nonparticipating sites	Nonparticipating schools who have received materials should retain them until standard pickup date and return per Section 5 Step 5, "Shipping Test Materials," located on pages 27 and 28 of this manual.
Test documents released from a school's custody to a non-CTB-specified carrier where any of the following are unknown: • Destination • Carrier • Tracking information	Test Chairperson completes online Security Exceptions Survey to notify CTB and OSSE. To access survey, go to https://www.research.net/s/NJ7XS37, or http://www.ctb.com/dc-cas.

Note: Failure to account for all test books constitutes a test security violation. Any missing test books should be reported to the Local Education Agency (LEA) Assessment Coordinator and the OSSE Division of Elementary and Secondary Education immediately.

INSTRUCTIONS FOR COMPLETING THE SCHOOL SECURITY CHECKLIST ON EACH TESTING DAY

1. **Please make copies of the Security Checklists for each grade level and content area prior to testing.** Use only **one** Security Checklist for each grade level and content area on each testing day. Denote the testing date on each Security Checklist.

2. The Test Chairperson should write the names of the students in the Security Checklists under Column 4 (STUDENTS' NAMES) prior to testing.

3. Please note that there are separate Security Checklists for each content area: Reading/Mathematics, Science, Composition, and Health and Physical Education.

4. The Test Administrators/Proctors must initial the Security Checklist when each test book and answer booklet are signed out and signed in each testing day.

5. The Test Chairperson must initial the "REC'D" column each testing day when the materials are returned.

6. The Test Chairperson should collect **all** completed and signed daily Security Checklists.

COMMUNICATING AN ALLEGED TEST SECURITY VIOLATION

LEAs are responsible for ensuring all personnel involved in testing (including non-public affiliated sites within the District of Columbia and out-of-state schools) are trained in the guidelines for communicating test security violations. These guidelines are described in detail in the District of Columbia State Test Security Guidelines, available at http://osse.dc.gov/service/test-security. Any person who witnesses or believes a test security violation occurred, either by school personnel or students, must report it as soon as possible (no later than 24 hours after the alleged violation occurred) to the principal, test chairperson, LEA Assessment Coordinator, or OSSE. Incidents are to be reported using the State Test Security Incident Reporting Form, contained in the District of Columbia State Test Security Guidelines document. In the event the informant would like to remain anonymous, he or she can report an alleged violation to 202-564-6100, or submit the form by mail.

SECURITY GUIDELINES

Specific guidelines apply to all tests administered in the statewide system of assessment. Failure to follow security guidelines shall constitute a state test security violation. When administering tests in the statewide system of assessment, schools must adhere to District of Columbia State Test Security Guidelines, available at http://osse.dc.gov/service/test-security.

INSTRUCTIONS FOR LEA ASSESSMENT COORDINATORS

Each LEA must have an assessment coordinator who is responsible for developing the LEA Test Security Plan. In LEAs with only one campus, the LEA Assessment Coordinator may be the Test Chairperson. In LEAs with multiple schools or campuses, the LEA Assessment Coordinator may serve as the Test Chairperson for one of the schools or campuses, but the individual is also responsible for directing the overall LEA Test Security Plan at the other schools or campuses, including non-public schools within the District of Columbia and out-of-state schools. Additional responsibilities of LEA Assessment Coordinators include the following:

- Developing the LEA Test Security Plan

- Distributing the Test Security Plan to Test Chairpersons

- Working closely with the Test Chairpersons to ensure that the test is administered with fidelity and to ensure test security

- Monitoring the test administration (in at least a random sample of schools and classrooms within the LEA) to ensure that school personnel involved in the test administration adhere to test security and test administration guidelines

- Being available to answer questions related to testing guidelines and security protocols

- Reviewing any reports of missing secured materials or breaches of state test security

- Submitting any reports of missing secured materials or breaches of state test security to OSSE within 24 hours

- Confirming that each school shipped materials to CTB/McGraw-Hill by May 3, 2013

- If a violation of test security occurred, submitting the Test Security Violation LEA Plan of Action to the Assistant Superintendent for Elementary and Secondary Education, which can be found in Appendix D of the District of Columbia State Test Security Guidelines document posted at http://osse.dc.gov/service/test-security.

Before Testing—Instructions for Test Chairpersons

PLEASE TAKE THE TIME TO REVIEW AND INVENTORY ALL TEST MATERIALS WHEN THEY ARRIVE AT YOUR SCHOOL.

TEST CHAIRPERSON'S ROLE

Checklist for the Test Chairperson

The Test Chairperson's responsibilities include the following:

☐ Attending the DC CAS training sessions

☐ Obtaining the school's test plan from the LEA Assessment Coordinator

☐ Staying abreast of all communication regarding DC CAS testing

☐ Conducting the test administration training for all school personnel involved in testing

☐ Taking inventory of the testing materials once they arrive

☐ Checking the Student Precode Roster and verifying the accuracy of the student data on the student bar code labels

☐ Ensuring that appropriate quantities of testing materials are available

☐ Ordering additional material from CTB/McGraw-Hill, if necessary

☐ Storing testing materials in a secure area

☐ Collaborating with the principal to follow school testing schedule

☐ Identifying and scheduling the sufficient number of proctors

☐ Identifying appropriate testing sites

☐ Ensuring that appropriate conditions and accommodations are established for students who require accommodations

☐ Distributing the testing materials to Test Administrators each day for testing

☐ Maintaining the security of the testing materials

☐ Collecting and checking the testing materials after test administration

☐ Ensuring all testing materials are returned

☐ Assembling testing materials for return shipment

☐ Completing the Group Information Sheets and the School/Group List

☐ Arranging for testing material pickup

☐ Reporting any testing irregularity (See Communicating an Alleged Test Security Violation and Security Guidelines on pages 9 and 10 of this manual)

☐ Notifying OSSE and CTB of any test security exceptions (e.g., contaminated books)

Step 1   RECEIVE TEST MATERIALS

- Confirm that you have received the total number of school boxes listed on the shipping invoice. Notify CTB immediately and no later than noon, April 19, 2013, at 800-994-8579 if any boxes are missing or contain damaged materials, or if you received boxes that should have been delivered to another school.

- The Test Chairperson should open boxes within 24 hours to allow plenty of time to resolve shortages.

- Verify the contents of the school box(es) with overage materials. **Keep all boxes for returning test materials.**

Step 2   INVENTORY TEST MATERIALS

- Check the materials specified on the School Packing List against materials received.

- Compare the security numbers on the shrink-wrapped packages of test books with those listed on the School Packing List (example shown below).

- Check quantities of materials against current enrollment.

- Report any discrepancies or materials shortages to CTB by utilizing the Security Exceptions Survey link: (https://www.research.net/s/NJ7XS37), or by clicking the following link: (http://www.ctb.com/dc-cas). Note any discrepancies on the School Packing List. Please note that only the Test Chairperson has the authorization to complete the Security Exceptions Survey. To order additional materials, follow the directions in Step 7 on page 14.

- The School Packing List must be kept for reference by the school in case security questions arise.

School Packing List

Step 3   ESTABLISH A TESTING PLAN

- Review the *Test Chairperson's Manual* and *Test Directions* in advance.

- Carefully schedule test sessions to allow sufficient time to complete each session. Once all students have completed their test, Test Chairpersons may end the testing session early.

- Establish a testing plan that shows how the school will provide for students who need additional time.

- Tests and makeup tests must be administered Monday, April 22 through Friday, May 2, 2013.

- Avoid testing just after students have had strenuous physical or mental activity.

Step 4 NOTIFY STUDENTS AND PARENTS OF TESTING (PRINCIPAL)

Students and parents must be notified when testing will take place and should be informed as to the purpose of the test. While undue emphasis on the importance of the test should be avoided so that students will not become overly anxious, it is important that students are motivated to do their best in order to obtain the best results.

Step 5 CONDUCT TRAINING SESSIONS FOR TEST ADMINISTRATORS AND PROCTORS

Anyone who will handle test materials must attend a training session prior to the test administration.

Test Administrators

Test Administrators must be employees of the district (i.e., teachers, paraprofessionals, counselors, administrators, and librarians). All Test Administrators (including possible substitutes) must have received training in the administration of the test in Spring 2013. It is recommended that Test Chairpersons train more certified employees than are actually necessary for administering the test to cover unforeseen absences. **Do not allow untrained employees, teachers, or substitutes to administer tests. Test Administrators must not administer tests to their close relatives (e.g., children or grandchildren).**

Proctors

It is recommended that, in addition to the Test Administrator, one person be present in the classroom to serve as a proctor during testing. A proctor can be a teacher's aide, a parent, or other district/school personnel (e.g., music teachers, P.E. teachers, and counselors). Parents must not be proctors in the rooms where their children are being tested. Prior to the week of testing, proctors should be notified and informed of their duties.

Include in your training session a review of the Test Site Observation Report (see Appendix A).

Emphasize that only a No. 2 pencil may be used to bubble identification information on answer booklets, scannable test booklets, and Group Information Sheets.

Step 6 DISTRIBUTE TEST MATERIALS

The Test Chairperson must complete a School Security Checklist for each Test Administrator receiving test materials. The Test Chairperson must write the quantity for bar coded materials signed out and in with the Test Administrators. The Test Chairperson and the Test Administrator must initial the materials out and in each day.

The Test Chairperson should distribute the test materials on the morning of testing.

- *Test books and answer booklets*—See pages 1 through 5 of this manual for a list of assessment materials for each grade.

- *Punch-out tools*—See pages 1 through 5 of this manual for punch-out tool needed for each grade.

- *Test Directions*—one copy of the *Test Directions* for the grade being administered (grade 2, grade 3, or grades 4–10)

- *No. 2 pencils*—Ensure that each student has a No. 2 pencil with eraser (not provided by CTB).

Step 7 FULFILL SCHOOL MATERIALS REQUESTS

The Test Chairperson should fill requests for additional materials within the school by using the overage material received and the School Security Checklist. The Test Chairperson must complete the School Security Checklist by identifying the school name and the Test Administrator receiving the materials.

Short/Add Order Process

You can easily access the Test Materials Short/Add Order Form electronically by utilizing the link below, filling out the form, and submitting your order online. Your order can be submitted 24 hours a day during the designated Short/Add window.

To order additional test materials, place the following link (www.ctb.com/dc-cas) into your online browser and you will arrive at the CTB.com DC CAS website. On the home page, click on the link "DC CAS 2013 Electronic Short/Add Order Form" and the electronic Test Materials Short/Add Order Form will appear.

- Complete all school contact information.

  - Materials will be shipped to a school address only.

  - P.O. boxes cannot be used as a school address; if they are used, your order will not be processed.

- Fill in the quantity ("Qty") box with the actual number of materials you require.

  - Please double-check your inventory as your school was supplied with an overage of materials.

  - All material quantities submitted will be evaluated against your original enrollment numbers before your order is processed.

  - You may be contacted to clarify your request.

  - Your order may contain testing materials considered secure. It is your responsibility to keep these materials secure, inventoried, and returned as directed with other materials assigned to your school.

- Once you have reviewed and finalized your order:

  - Point and click the "Submit By E-mail" button at the bottom of the form. You will receive an e-mail within 24 hours confirming your order.

  - Your order will be processed the next working day and shipped by the most appropriate method to ensure that materials arrive in time.

- If you experience any difficulties, need help to complete the form, or have not received your order within four working days, please call the Help Desk at 800-994-8579.

- Additional *Test Chairperson's Manuals* and *Test Directions* can be downloaded and printed by visiting http://www.ctb.com/dc-cas.

Step 8 USING THE PRECODED STUDENT LABEL AND COMPLETING THE STUDENT-IDENTIFYING INFORMATION

Precoded student labels will be distributed by the Test Chairperson. The precoded student label will identify the student's name, Unique Student Identifier (USI), birth date, gender, and grade. This year, six precoded student labels will be provided for each student. Each student's label **must** be placed on the <u>front cover</u> of the following scorable test materials in the spaces indicated in order for scores to be reported correctly:

- Reading and Mathematics Test Books (grade 2 and grade 3)

- Reading and Mathematics Answer Booklets (grades 4–8 and 10),

- Reading Answer Booklets (grade 9)

- Composition Test Booklets (grades 4, 7, and 10)

- Science (grades 5 and 8) and Biology Answer Booklets

- Health and Physical Education (grades 5, 8, and High School) Answer Booklets

Precoded student labels are **permitted** on the following nonscorable test materials, but are **not required**:

- Reading and Mathematics Test Books (grades 4–10)

- Reading Test Books (grade 9)

- Science (grades 5 and 8) and Biology Test Books

- Health and Physical Education Test Books (grades 5, 8, and High School)

If a precoded student label is not provided for a student, or the information on the label is inaccurate, the student data grid on the back of the test book and answer booklet must be completed.

Check the precoded student label for accuracy:

- If the information on the precoded student label is correct, place the label on the <u>front cover</u> of the test book and answer booklet in the space indicated.

- If a precoded student label has been affixed to the front cover of the test book and answer booklet and some information on the label is subsequently determined to be inaccurate, the test book or answer booklet can still be used by doing the following: Place two blank labels over the inaccurate label. Then, bubble all information on the student data grid. Blank labels are sent specifically for this use.

COMPLETING STUDENT-IDENTIFYING INFORMATION PRIOR TO TEST ADMINISTRATION

Use the instructions in this section to complete the top section of the student data grid on the back of the answer booklets (or test books for grade 2, grade 3, and Composition). This information should be completed <u>prior</u> to the administration of the first testing session of the assessment.

For **all** students:

On the back of the answer booklets (or test books for grade 2, grade 3, and Composition), in the top section, print the student's name, the teacher's name, and the name of the school.

For **only** those students who do **not** have a precoded student label or whose label shows inaccurate information:

All the following fields must be completed:

* Student Name   * Race

* Birth Date   * Gender

* Ethnicity   * Unique Student Identifier (USI)

During Testing–Instructions for Test Chairpersons

During testing, the Test Chairperson should do the following:

- On each testing day, sign out and sign in all test books and any answer booklets that contain student responses. These secure materials must be returned at the end of testing. The test book (grade 2, grade 3, and Composition) or answer booklet (grades 4–10) of any student who attempted any test must be sent in for scoring.

- Make sure that directions for each test session are being read by Test Administrators and not read over the public address system.

- Oversee the test administration. Make sure that materials for each test are available and all administration procedures are being followed, and be available to answer questions that might arise.

- Ensure that all school personnel involved in the test administration adhere to the security guidelines, available at http://osse.dc.gov/service/test-security. Any breach of test security must be reported.

- Make sure that the circumstances surrounding significant disruptions in normal testing are documented and kept on file in the school office (e.g., a student is suspected of cheating). Copies of the documentation related to disruptions must be sent to the OSSE Division of Elementary and Secondary Education.

- Make sure that students requiring extra testing time have the opportunity to complete each test session.

- If there are missing secure materials (i.e., test materials initially received by the Test Administrator but not returned), alert the Principal and your LEA Assessment Coordinator. In addition, complete the online Security Exceptions Survey to notify CTB and OSSE. To access the survey, go to https://www.research.net/s/NJ7XS37, or http://www.ctb.com/dc-cas.

After Testing—Instructions for Test Chairpersons

Step 1   COMPLETING ADDITIONAL STUDENT INFORMATION AFTER THE TEST

The following codes could <u>not</u> be precoded and must be completed for all students.

ENGLISH LANGUAGE LEARNER

Complete the appropriate codes in the following fields for English Language Learners:

ACCESS FOR ELL PROFICIENCY LEVEL (mark one)

> ① Level 1   ③ Level 3
> ② Level 2   ④ Level 4

For information regarding ELL accommodation levels, see the Testing Accommodations Manual *at* http://osse.dc.gov/service/accommodations.

PROGRAM PARTICIPATION (mark all that apply)

> ○ Special Education
> ○ English Language Learner
> ○ Section 504
> ○ Title I Targeted Assisted
> ○ Home Schooling (not enrolled in a public school)
> ○ Retake (select option if student has participated in the assessment previously)

SPECIAL USE ONLY

For the Reading/Mathematics, Science, and Biology tests, the Special Use Only field is to be used by CTB only. DO NOT MARK in this field.

For the Composition tests, use this field to indicate that a test booklet is invalid.

For the Health and Physical Education tests, use this field to indicate that a student has opted out of the sexual health portion.

For instructions about students opting out of the sexual health portion of the test, see page 20.

STUDENTS WITH DISABILITIES (SWD) AND ENGLISH LANGUAGE LEARNERS (ELL) ACCOMMODATIONS

For information regarding permissible test accommodations for SWD and ELL accommodation levels, see the Testing Accommodations Manual *at* http://osse.dc.gov/service/accommodations.

District of Columbia Comprehensive Assessment System 2013

Student Name _____

Testing Accommodations Provided to This Student

STUDENTS WITH DISABILITIES (SWD)

Timing/Scheduling Accommodations
- ○ 01 Extended Time on Subtests
- ○ 02 Breaks Allowed between Subtests
- ○ 03 Test Administered over Several Days
- ○ 04 Flexible Scheduling
- ○ 05 Breaks Allowed during Subtest
- ○ 06 Test Administered at Best Time of the Day

Setting Accommodations
- ○ 01 Small Group Testing
- ○ 02 Preferential Seating
- ○ 03 Location with Minimal Distractions
- ○ 04 Individual Testing
- ○ 05 Noise Buffer
- ○ 06 Special Lighting
- ○ 07 Adaptive or Special Furniture

Response Accommodations
- ○ 01 Calculator
- ○ 02 Write in Test Books
- ○ 03 Dictated Response to Examiner
- ○ 04 Oral Response to Test
- ○ 05 Pencil Grip Accommodation
- ○ 06 Pointing Response
- ○ 07 Signed and/or Taped Response

Presentation Accommodations
- ○ 01 Repetition of Directions
- ○ 02 Simplification of Oral Directions
- ○ 03 Reading of Test Questions (Math, Science, Health, or Composition writing prompt only)
- ○ 04 Interpretation of Oral Directions
- ○ 05 Translation of Words and Phrases (Math, Science, Health, or Composition writing prompt only)
- ○ 06 Use of Markers to Maintain Place
- ○ 07 Amplification Equipment
- ○ 08 Magnifying Glass
- ○ 09 Large Print Test Materials
- ○ 10 Braille Test Materials

Other
- ○ Please specify. _____

ENGLISH LANGUAGE LEARNERS (ELL)

Direct Linguistic Support—Oral
- ○ 01 Repetition of Directions
- ○ 02 Simplification of Oral Directions
- ○ 03 Oral Reading of Directions
- ○ 04 Simplification of Writing Prompt
- ○ 05 Oral Reading of Test in English (Math, Science, Health, or Composition writing prompt only)

Direct Linguistic Support—Written
- ○ 01 English Dictionary
- ○ 02 Bilingual Word to Word Dictionary

Indirect Linguistic Support
- ○ 01 Extended Time on Subtests
- ○ 02 Breaks Allowed Between Subtests
- ○ 03 Test Administered over Several Days
- ○ 04 Flexible Scheduling
- ○ 05 Breaks Allowed during Subtest
- ○ 06 Test Administered at Best Time of the Day
- ○ 07 Small Group Testing
- ○ 08 Preferential Seating
- ○ 09 Familiar Person Administers Test
- ○ 10 Use of Markers to Maintain Place

Other
- ○ Please specify. _____

Test Invalidation

Tests should be invalidated only in specific cases. A content-area section should be invalidated if a student becomes ill during the content-area section and is not able to complete the test. Tests should also be invalidated if there is clear evidence that a student received inappropriate assistance (i.e., cheating). A Reading or Composition test should be invalidated if a student receives assistance reading a passage (i.e., read aloud or translation). For the Composition test, oral reading, translation, or simplification of the writing prompt following the Composition passage is permissible for eligible students. For more information, see the *Testing Accommodations Manual* at http://osse.dc.gov/service/accommodations. Follow the directions below when invalidating a content-area section.

Grade 2 and Grade 3

Mark the invalid content-area section by filling in **all** the circles of the first **five** multiple-choice questions in that content area in the student's test book.

Grades 4–10

Reading, Mathematics, Science, Biology, and Health and Physical Education Only

To mark a student's test as invalid, fill in **all** the circles of the first **five** multiple-choice questions in that content-area section in the student's answer booklet.

Composition (Grades 4, 7, and 10 Only)

To indicate that a test booklet is invalid, the Test Administrator should fill in the whole row of zeros in the field titled "Special Use Only" on the back cover.

Note: Invalidating a section of a content area invalidates the entire content area.

Opting Out of Sexual Health—Health and Physical Education

Grades 5, 8, and High School

To indicate that a student has opted out of the sexual health portion of the Health and Physical Education test, the Test Administrator should fill in the whole row of zeros in the field titled "Special Use Only" on the back cover.

Students will decide in consultation with parent(s) or guardian(s) if they will opt out of the sexual health portion of the test. Test Administrators should ensure that this decision-making process occurs well in advance of the testing window. Test Chairpersons will need to communicate and coordinate this decision-making process well in advance of the testing window. Please contact OSSE with any questions about the opt-out process.

Step 2   RECEIVING AND CHECKING TEST MATERIALS

Following test administrations, the Test Chairperson should confirm receipt of all materials from each Test Administrator. If materials are missing, immediately contact the Principal and your LEA Assessment Coordinator. In addition, complete the online Security Exceptions Survey to notify CTB and OSSE. To access the survey, go to https://www.research.net/s/NJ7XS37, or http://www.ctb.com/dc-cas.

Review School Security Checklist

The School Security Checklist for each Test Administrator should be reviewed to ensure that the quantity and the beginning and ending serial numbers for bar coded materials were signed out and signed in with the Test Administrators. The Test Chairperson and the Test Administrator should have initialed the materials out and in each day.

Check Group Information Sheet

The Group Information Sheet is shown on the next page. Instructions for checking each section for completeness and accuracy follow. For specific information about how the GIS should have been filled out, see the chart on page 22.

The appropriate Group Information Sheet for all grades is purple. **CTB Group Information Sheets used for other testing must not be used for the DC CAS.**

The Group Information Sheet contains information precoded for a specific school. Therefore, Group Information Sheets may **not** be photocopied or exchanged between schools.

A separate GIS must be used for any single grade/content area with the exception of Biology and High School Health and Physical Education. For Biology and High School Health and Physical Education, all grades should be combined under a single Group Information Sheet, with "Ungraded" bubbled in the Grade section. Do not combine content areas.

It is essential that a complete and accurate Group Information Sheet be placed on top of each stack of Reading/Mathematics Test Books (grade 2 and grade 3), Reading/Mathematics Answer Booklets (grades 4–10), Composition Test Booklets (grades 4, 7, and 10), Science Answer Booklets (grades 5 and 8), Biology Answer Booklets, or Health and Physical Education Answer Booklets (grades 5, 8, and High School) for each group for which scores will be reported together.

WHEN YOU CHECK THIS…	LOOK FOR THIS:
1 Teacher Name	The Test Administrator's last name should be printed in the boxes, followed by the first name or initial if needed. Under each box, the circle with the same letter should be filled in. **NOTE:** The Test Administrator's last name should be printed on the GIS, which is not necessarily the Teacher who taught the student(s) being tested.
2 Number Students Testing	The number of students whose completed test books (grade 2, grade 3, or Composition) or completed answer booklets (grades 4–10) are being returned under this Group Information Sheet should be printed in the boxes and the corresponding circles filled in. Fill in a circle for each column, using leading zeros if necessary. This number should **not** include the test books or answer booklets of any students not tested.
3 Grade	The circle that shows the grade of the students being tested should be filled in with the exception of Biology and High School Health and Physical Education. For Biology and High School Health and Physical Education, fill in the "Ungraded" circle only. For all content areas except Biology and High School Health and Physical Education, each GIS must reflect one grade only.

Step 3   ORGANIZING AND PREPARING TEST MATERIALS

Complete the School/Group List

The School/Group List is shown below. Record all content areas on this single School/Group List. Instructions for checking each section for completeness and accuracy appear on the next page. CTB uses the School/Group List to double-check that all your groups of scorable test documents have been received.

District of Columbia
Comprehensive Assessment System 2013
SCHOOL/GROUP LIST

McGraw Hill **CTB** — HELP THE TEACHER HELP THE CHILD

1 District Name: _____   District Code: _____

2 School Name: _____   School Code: _____

PLEASE READ INSTRUCTIONS BELOW COMPLETELY BEFORE BEGINNING:

1. Create an entry below for every Group Information Sheet (GIS) completed for your school.
2. Use a new line for each grade/content combination. (Rdg/Math may be combined on one line.)
3. Be sure to complete and verify the grade, content, and count for each group.
4. Sign and date the form at the bottom of the page.
5. If you have too many groups to fit on one page, you may photocopy this form.

CTB Use	Teacher Name (MUST BE IDENTICAL TO "TEACHER NAME" FIELD ON GIS)	Grade (2 – 10, or Ungraded for Biology and High School Health)	Content Area (Rdg/Math, Comp, Science, Biology, Health)	Number of Scorable Answer Documents	CTB Use (Did Not Receive)

I certify that the information above is complete and correct.

5 Contact Name: _____   Contact Title: _____

6 Signature: _____   Date: _____

Organization Number: **M222012**   Testing Program: **001**   SO Number: **63129**

Organization Name: **DC CAS 2013**   Element Name:

The appropriate School/Group List is specific to the District of Columbia Comprehensive Assessment System. Any other CTB School/Group Lists used for testing other students must **not** be used for the District of Columbia Comprehensive Assessment System.

The School/Group List contains information precoded for a specific school. Therefore, School/Group Lists must **not** be exchanged between schools.

| WHEN YOU CHECK THIS…	LOOK FOR THIS:
1 District Name, District Code	This information should be precoded.
2 School Name, School Code	This information should be precoded.
3 Teacher Name, Grade, Content Area	In order of grade, list each group by the name shown on the Group Information Sheet (GIS)—typically the classroom teacher's name. Then in the "Grade" column, list the grade for each teacher. In the "Content Area" column, list the content area for each teacher.
4 Number of Scorable Answer Documents	For each group, write the number of scorable answer documents. This should be the same as the "Number Students Testing" on the corresponding GIS. This number should **not** include non-tested students.
5 Contact Name, Contact Title	Please provide the name of a school site contact person, either the Test Chairperson or another person, and provide the contact person's title.
6 Signature, Date	The contact person must sign and date the School/Group List on the lines provided.

Step 4   PREPARING TEST MATERIALS FOR SHIPMENT

Reuse Pink Shipping Cartons

The pink boxes in which test materials were delivered to you are the only boxes permissible for return shipping. Ensure that former labels and other markings have been removed or covered.
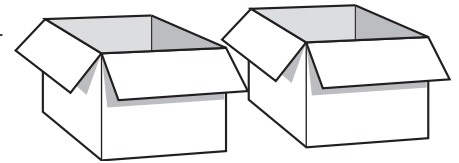
When preparing the test materials for shipment, make sure to keep the boxes containing scorable materials separate from the boxes containing nonscorable materials. Scorable materials consist of test books and answer booklets that contain student responses. See below for a complete list.

It is critical that test materials be packaged correctly to avoid delays in processing testing materials and reporting results.

Prior to packing test materials, securely tape the bottom of each box to prevent breakage. Reinforce all bottom seams, following the "H" pattern.

Carefully place test materials in each box, ensuring boxes are completely filled.

Scorable Test Materials

- **Used** Reading and Mathematics Test Books (grade 2)
- **Used** Reading and Mathematics Test Books (grade 3)
- **Used** Reading and Mathematics Answer Booklets (grades 4–10)
- **Used** Composition Test Booklets (grades 4, 7, and 10)
- **Used** Science (grades 5 and 8) and Biology Answer Booklets
- **Used** Health and Physical Education Answer Booklets (grades 5, 8, and High School)
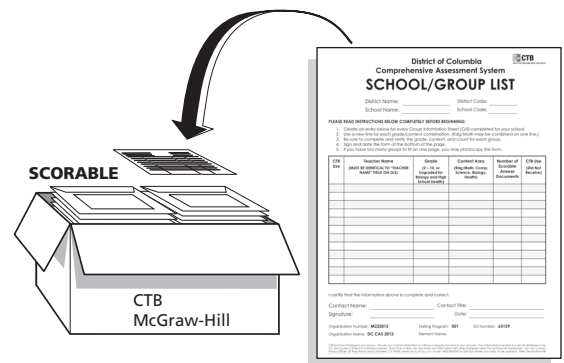
Preparing Scorable Test Materials

Make sure that responses for students taking the large print version and the Braille version of the test have been transferred to standard answer booklets (or test books for grade 2, grade 3, and Composition). Transcriptions must be done under the supervision of the Test Chairperson. Important: Be sure to transfer responses into an answer booklet or a test book with the same form number as the large print or Braille version. The standard answer booklets (or test books for grade 2, grade 3, and Composition) must be packaged with the scorable test materials. All other large print and Braille test materials must be packaged with the nonscorable test materials.

Stack the envelopes containing completed Group Information Sheets and completed test books or answer booklets flat in the cartons. If testing more than one grade, number the envelopes "1 of 4," "2 of 4," and so on. Example: If grade 3 scorable materials fit in four envelopes and grade 4 scorable materials fit in two envelopes, then number them so CTB will know where each grade's materials begin. Place the School/Group List on top of the stacks of envelopes for each associated group of materials.

Write the School Name on the outside of each "scorable" carton and number the cartons "1 of 2," "2 of 2," etc.

Nonscorable Test Materials

- **Unused** Reading and Mathematics Test Books (grade 2)
- **Unused** Reading and Mathematics Test Books (grade 3)
- **Used and unused** Reading and Mathematics Test Books (grades 4–10)
- **Unused** Reading and Mathematics Answer Booklets (grades 4–10)
- **Unused** Composition Test Booklets (grades 4, 7, and 10)
- **Used and unused** Science (grades 5 and 8) and Biology Test Books
- **Used and unused** Health and Physical Education Test Books (grades 5, 8, and High School)
- **Unused** Science (grades 5 and 8) and Biology Answer Booklets
- **Unused** Health and Physical Education Answer Booklets (grades 5, 8, and High School)

Preparing Nonscorable Test Materials

Although certain test materials are not scored, **these materials are secure documents and must be returned to CTB.** Test Chairpersons must also return all *Test Directions*, scratch paper, and planning and draft pages to CTB. Do **not** return math manipulatives (punch-out rulers).
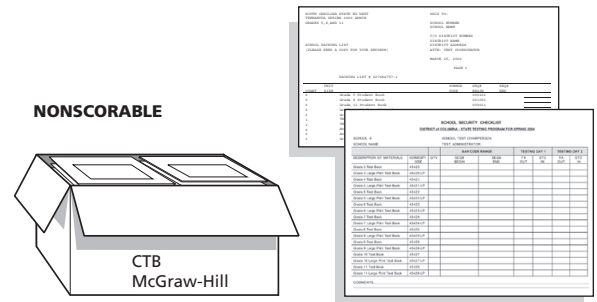
Arrange all unused test books **by serial number** (this includes any that may have been provided to make up for shortages). Use the School Packing List and the School Security Checklist that came with your materials to verify that all test books delivered to your school are being returned. Place all **unused** grade 2 test books, grade 3 test books, and Composition Test Booklets, all **unused** answer booklets, and **all** grades 4–10 Reading, Mathematics, Science, Biology, and Health and Physical Education Test Books in cartons for returning test materials. **Retain a copy of the School Packing List and the School Security Checklist for your files.** Write your School Name on the outside of each "nonscorable" carton and number the cartons "1 of 3," "2 of 3," and "3 of 3."

Do NOT return the School Packing List or the School Security Checklist. These materials should be kept for reference by the school in case security questions arise.

Any security exceptions (i.e., lost, missing, or contaminated books) should be documented using the Test Security Exceptions process.

Add Packing Material to Cartons

Add enough packing material to hold the documents securely in place during transit. Crumpled, recycled paper is strongly recommended for this purpose. Do not use foam packing "peanuts" or "popcorn." This step is critical as damaged documents may not scan properly, resulting in a delay of processing test materials. Once packing material has been added, tightly seal the top and side seams of each box with packing tape.
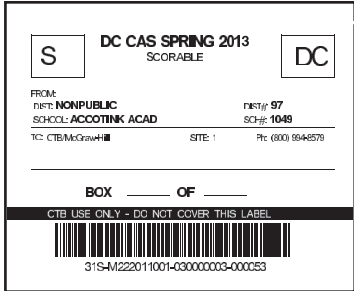
Step 5 SHIPPING TEST MATERIALS

Attach the Appropriate ("Scorable" or "Nonscorable") Shipping Label to Each Carton

Attach the appropriate shipping label to each carton of materials. These labels are included in your Test Chairperson's Kit. Labels should be placed on the side of the box in the white space marked "PLACE CTB/MCGRAW-HILL BAR CODE RETURN LABEL HERE." Do not place the label on the top of the box.

Use the yellow labels for the **scorable** materials. Use the blue labels for the cartons of **nonscorable** materials.
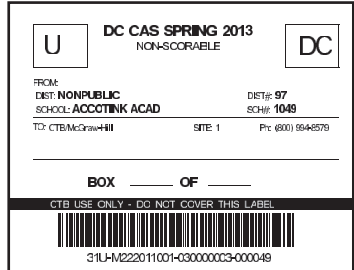
YELLOW—Scorable Materials

Any scorable documents containing biographical data and/or attempted responses that you do NOT wish to be scored (e.g., responses transcribed into another answer document, student moved, etc.) must be clearly marked "DO NOT SCORE" on the front cover.

Mark the Cartons

On the yellow return shipping label, fill in the number of scorable boxes you are returning, and mark each label on each carton with a unique number, such as "1 of 3," "2 of 3," "3 of 3."

On the blue return shipping label, fill in the number of nonscorable boxes you are returning, and mark each label on each carton with a unique number, such as "1 of 3," "2 of 3," "3 of 3."

BLUE—Nonscorable Materials

Return shipping labels are scannable and cannot be photocopied. Yellow labels and blue labels are **not** interchangeable. If more return shipping labels of either color are needed, contact CTB Customer Service.

Materials Return Instructions for In-State Schools

After you have finished packaging, sealing, labeling, and numbering your boxes, you will be ready to schedule the retrieval of materials with Assessment Distribution Services (ADS). Please note that the scheduled retrieval takes place several days after you make your arrangements with ADS and will **not** occur on the same day.

You or your principal's designee must plan to be present at your site during the confirmed retrieval date to ensure that test materials are picked up. **The retrieval date for the Spring 2013 DC CAS will be May 2–3, 2013,** to ensure that all materials are processed within the allotted time.
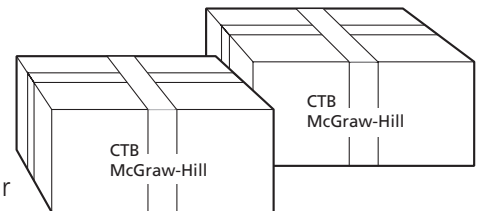
Assessment Distribution Services (ADS) Retrieval Process

1. ADS will contact **all** sites (except those out-of-state) three days prior to pickup to confirm retrieval date.

2. Sites will need to provide ADS with box counts of both nonscorable and scorable materials during call.

3. Sites will receive confirmation e-mail from ADS within 24 hours of scheduling with retrieval information.

4. ADS drivers will arrive at site on confirmed date to pick up materials and provide a bill of lading for record.

Note: Two attempts to schedule material retrieval will be made by ADS. If there is no answer on the first attempt, a voice message will be left with callback instructions. If there is no answer on the second attempt, sites will automatically be assigned a retrieval date and e-mail notification will be sent out to the designated contact.

Sites that have completed testing and packaged all materials for pickup may also contact ADS directly at **800-840-9965** to schedule retrieval. These sites should plan to store their materials in a secured location as they will **not** be retrieved by ADS prior to the designated retrieval date (May 2–3, 2013). When contacting ADS for scheduling pickup, sites should state they are calling from "*(name of school)* in Washington DC for pickup of DC CAS testing materials." E-mail confirmation will be provided to these sites detailing pickup information.

If you have any questions or have difficulty scheduling your material retrieval, please call **Assessment Distribution Services (ADS) at 800-840-9965 or the CTB Customer Services line at 800-994-8579.**

All materials must be picked up by close of business, May 2–3, 2013.

Materials Return Instructions for Out-of-State Schools

Please follow the instructions below to return your DC CAS 2013 materials to CTB/McGraw-Hill for Scoring and Reporting. Test materials returned outside the process and timeline below may not be included in the final score data to be delivered to OSSE.

1. As soon as your testing is complete and ALL testing materials are packaged for shipping, please contact **Federal Express at 800-463-3339** to arrange pickup. Refer to the "DC CAS 2013 Materials Return Instructions for Out-of-State Schools" found in the Test Chairperson's Kit.

2. You MUST contact Federal Express at least 24 hours before the expected pickup. All materials must be picked up by Federal Express **no later than May 3, 2013.**

3. When the carrier arrives, please present the Shipping Airway Bill along with your packaged materials ready for shipping.

Contact CTB Customer Service with questions about the process at 800-994-8579 between 8:30 A.M. and 5:00 P.M. (EST). Additionally, CTB Customer Service can be e-mailed at DC-CAS_helpdesk@ctb.com.

Appendix A: Test Site Observation Report

DC CAS 2013 Test Site Observation Report

School Information and Beginning of Test Administration

School: _____

Test Chairperson Name: _____

Observer: _____ Date: _____

Observer Checklist

- ☐ Introduce yourself to the principal and request to see letters sent to parents of students who require testing accommodations and school testing plan.
- ☐ Monitor school test security procedures at the beginning of day and record observations below. Some questions may require that you consult with the test coordinator or principal.
- ☐ Observe and record what you see in 2-3 sample test locations in the school. You will observe all tested location but details for the sample locations provide a snapshot of test administration throughout the school.
- ☐ Ask the test chairperson where students with disabilities are testing and observe. Using the Accommodations Forms, collect information for a sample of 3-5 students and document what accommodations are being administered.
- ☐ Move about the school to all testing locations, observing until the testing period for school has ended.
- ☐ Observe test return procedures at the end of the administration and record.
- ☐ Provide overall feedback on the school's test administration.

Beginning of Test Administration

	Yes	No	Not Observed*
Copies of letters to parents of students who are in special populations are on file			
Tests were stored in a secure area			
There was an observable plan for the distribution of test materials to test administrators and proctors that required them to sign materials out			
Adequate provisions were made for students who arrived late to school			
Adequate provisions were made for students in grades that were not tested			

* If not observed, please provide a comment in the notes section below

Comments/Notes

DC CAS 2013 Test Site Observation Report

★ ★ ★
Office of the State Superintendent of Education
DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

DC CAS 2013 Test Site Observation Report

Within School Test Location Detailed Report

School: _____   Location # (circle one):   1   2   3

Test Location: _____   Time In: _____   Time Out: _____

Students: _____   # Test administrators: _____   # Proctors: _____

Administrative Procedures

	Yes	No	Not Observed*
Test administration process started on time as scheduled			
No students admitted after the start of testing			
Examiner's Manual available and used by test administrator			
Sufficient supply of tests were available for administration			
Extra pencils, erasers, scratch paper supplied and available to students			
Test materials handed to each examinee individually by a member of the test administration team			
Test materials checked to ensure that answer booklets (grades 2–10) correspond to the correct test book forms and grades			
Adherence to test directions as stated in the manual			
Students were monitored to ensure correct use of answer booklet			
Students periodically informed as to the amount of time remaining for testing			
Materials collected promptly, systematically, completely from each student			
Test material checked and counted before dismissal of examinees			

* If not observed, please provide a comment in the notes section below

Comments/Notes

Delivery of Test Directions

	Yes	No	Not Observed*
Instructions read clearly and verbatim from manual			
Clear, loud voice heard all over room			
Provisions for microphone for large groups			

* If not observed, please provide a comment in the notes section below

Comments/Notes

DC CAS 2013 Test Site Observation Report

★ ★ ★
Office of the State Superintendent of Education
DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

Seating Arrangements

	Yes	No	Not Observed*
Adequate spacing was provided between seats and rows for self-reliance by students			
Provisions for left-handed examinees			
All examinees facing forward and in the same direction (unless tables were used)			

* If not observed, please provide a comment in the notes section below

Comments/Notes

Administrative Procedures

	Yes	No	Not Observed*
Administration free of disturbances or irregularities			
Students cooperating with test administration directives			
Desks/tabletops clear			
Good heat, light, ventilation			
Unnecessary interruptions limited			
Good atmosphere for quiet work			
Bulletin boards were appropriate for test security			

* If not observed, please provide a comment in the notes section below

Comments/Notes

DC CAS 2013 Test Site Observation Report

Office of the State Superintendent of Education
DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

DC CAS 2013 Test Site Observation Report
End of Test Administration and Summary of Findings

End of Test Administration

	Yes	No	Not Observed*
Adequate provisions were made for students who needed accommodations to complete the test without disrupting testing for other students			
Students who required additional time completed the session during the period scheduled for the day. That is, no student in general education began a test session and completed it on another day, after lunch, etc.			
School adhered to required testing schedule			
Tests were returned promptly upon the completion of the testing session each day			
Tests were stored in a secure area			
There was an observable plan for the receipt of test materials from test administrators and proctors that required them to sign materials in			

* If not observed, please provide a comment in the notes section below

Comments/Notes

Summary of Findings

	Very Poor	Poor	Fair	Good	Excellent
Test security at beginning	1	2	3	4	5
Administrative procedures	1	2	3	4	5
Accommodations for special populations	1	2	3	4	5
Delivery of test directions	1	2	3	4	5
Test environment	1	2	3	4	5
Test security at end	1	2	3	4	5
Overall rating of program	**1**	**2**	**3**	**4**	**5**

Overall Comments

Monitor signature: _____   Date: _____

DC CAS 2013 Test Site Observation Report

Office of the State Superintendent of Education
DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

DC CAS 2013 Accommodations Observation Form
Students with Disabilities

School: _____

Student Name: _____   Student ID: _____

Observer: _____   Date: _____

<u>Presentation Accommodations</u>:

____   Amplification equipment
____   Braille
____   Assisted reading of comprehension or composition passages (invalidates test)
____   Reading of entire comprehension or composition passage (invalidates test)
____   Interpretation of oral directions
____   Magnifying glass
____   Markers to maintain place
____   Reading of test questions (math, science, composition, and health only)
____   Repetition of directions
____   Simplification of oral directions
____   Translations of words and phrases (math, science, and health only)
____   Large Print

<u>Response Accommodations:</u>

____   Signed and/or taped responses
____   Oral response to tests
____   Write in test books
____   Pointing response
____   Dictated response to examiner
____   Calculators
____   Pencil grip

<u>Setting Accommodations:</u>

____   Adaptive or special furniture
____   Individual testing
____   Locations with minimal distractions
____   Noise buffer
____   Preferential seating
____   Small group testing
____   Special lighting

<u>Timing and Scheduling Accommodations:</u>

____   Flexible scheduling
____   Test administered over several days
____   Test administered at best time of day for student
____   Breaks between subtests
____   Extended time on subtests
____   Breaks during a subtest

Comments/Notes

DC CAS 2013 Test Site Observation Report

Office of the State Superintendent of Education
DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

DC CAS 2013 Accommodations Observation Form

English Language Learners

School: _____

Student Name: _____ Student ID: _____

Observer: _____ Date: _____

Direct Linguistic Support - Oral:

___ Oral reading of the test in English (mathematics, science, and health only) **ELP Level 1 only**
___ Oral reading of directions
___ Repetition of directions
___ Simplification of oral directions
___ Simplification of writing prompts

Direct Linguistic Support - Written:

___ English dictionary (mathematics, science, and health only)
___ Bilingual word-to-word dictionary (mathematics, science, and health only)

Indirect Linguistic Support:

___ Extended time on subtests
___ Use of place markers to maintain place
___ Test administered at best time of day (morning or afternoon)
___ Breaks between subtests
___ Breaks allowed during a subtest (lasting no more than 3-5 minutes) **ELP Levels 1 and 2 only**
___ Flexible scheduling (order of subtests is altered)
___ Test administered over several days (one or two subtests per day)
___ Preferential seating
___ Small group testing

Comments/Notes

DC CAS 2013 Test Site Observation Report

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Office of the State Superintendent of Education
DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

Appendix B: State Test Security and Non-Disclosure Agreement

This form must be signed by each person involved in the administration of the state test.

Each local education agency (LEA) is responsible for ensuring that **all** staff involved in the administration of the state test have signed this form.

The LEA shall retain in file the signed forms for a period of four years.

I have been trained in the District of Columbia State Test Security Guidelines and testing protocols. I have received the guidelines and protocols that require:

1. The state test materials are secure and confidential documents and must be secured at all times;
2. No part of the test should be reproduced in any form; and
3. Contents of the test shall not be discussed, reviewed, or shared.

I have received the state test security guidelines which list the sanctions and penalties for violations of state security guidelines.

Print Name:_____

Position:_____

LEA:_____

School:_____

Date:_____

Signature:_____

Revised December 1, 2011

Office of the State Superintendent of Education
DISTRICT OF COLUMBIA

Website: www.osse.dc.gov